

# Hopi Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

5110 E. Lafayette Blvd., Phoenix, AZ 85018

Scottsdale Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

Elementary  
Achievement Profile \*

Excelling\*

\* The profiles are Excelling, Highly Performing, Performing or Underperforming.

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Not Met

School Improvement  
Status\*\*\*

N/A

\*\*\* For additional information, please refer to the AYP page in this report card.

### School Overview

Principal : Ms. Susan K. Marshall  
Schedule : 7:30 AM to 3:30 PM  
Grades : K-5  
2003 Enrollment : 720  
Web Address : [www.susd.org/schools/elem/Hopi](http://www.susd.org/schools/elem/Hopi)  
Phone Number : (480) 484-2000  
Fax Number : (480) 484-2001  
E-mail : [www.susd.org](http://www.susd.org)

### Mission

The Hopi School community will provide a safe, caring environment where learners acquire and apply skills which enable them to successfully function as lifelong learners in a changing society.

### School / Academic Goals

ü To improve student achievement in core curriculum areas.

ü To increase students' proficiencies in the use of technology.

### Instructional Programs

ü Fine Arts Programs  
ü Gifted  
ü Special Education  
ü Tutorial Programs

### Enrollment

October 1, 2002 School Year Student Enrollment : 737  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 27

### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 6 hours 30 minutes  
First Day of School : 8/11/2003  
Last Day of School : 5/25/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

### School Site Council

#### Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

#### Council Duties

- Ü Budget/Plant/Facilities
- Ü Curriculum/Instruction
- Ü Technology
- Ü School Climate
- Ü Parent/Community Involvement

### Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	36.20
Other Professional Staff	4.00	Teacher Aide	4.00

### Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	1	0
4 to 6 years	3	8	0	0
7 to 9 years	1	4	0	0
10 or more years	7	6	0	0

### Shared Responsibilities

#### School

To provide a stimulating and challenging academic program; to provide a climate conducive to learning; to honor and protect the rights of all students; to encourage parent participation; to ensure the safety of students.

#### Parents

Parents are urged to: provide a supportive home environment conducive to study and learning; motivate their children to do their best; be role models by valuing education and by participating in the activities of the school and parent organization.

### Resources Available at School Site

#### Special Facilities

- Ü Computer Laboratory
- Ü Fine Arts Facilities

#### Extracurricular Activities

- Ü Student Council
- Ü Conflict Resolution
- Ü Math Olympiad
- Ü Stock Market Game

#### Social Services

- Ü Child Care Programs
- Ü After School Enrichment Classes
- Ü Scottsdale Prevention Institute
- Ü Parenting Classes

### Transportation Policy

Transportation is provided for all eligible students. Safety procedures and Code of Conduct policies are enforced. Bus evacuation drills are conducted for all students and staff. Vehicles are maintained to provide safe and efficient transportation.

# Indicators of Success Based on Historical Data from 2002-03

## School Achievements/Accomplishments 2002-03

- ü Instructional goals realized: increased student achievement in math and reading; continuation of Accelerated Reader; use of benchmark tests to chart students' progress; reading tutorial program; and expanded guided reading library.
- ü Technology achievements included: staff training on the use of instructional and management systems; increased integration of technology into core curriculum areas; student published books; teacher web pages and expanded school's home page.

## School Honors

### Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü Odyssey of the Mind (State and World Finals)	2003
ü Battle of the Books (Regional Finals)	2003
ü Stock Market Game (Top quartile in AZ)	2003
ü Geography Bee (State)	2003

## Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate <sup>2</sup>	96	95	94	96
Transfers Out <sup>3</sup>	9	20	20	20
Transfers In <sup>4</sup> (Within District)	0	2	2	2
Transfers In <sup>5</sup> (Out of District)	3	10	10	9
Promotion Rate <sup>6</sup>	100	99	98	95
Retention Rate <sup>7</sup>	0	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			76
Graduation Rate <sup>10</sup>	--			76

## Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	65	76
Grades 3-4	78	89
Grades 4-5	65	86

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03<sup>11</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	2032	75372	95	98	101	550	547	523	2	2	9	13	14	25	26	36	36	59	47	30
All Students (Prior Year)	113	1994	70809	NA	NA	NA	551	545	518	2	3	11	8	14	27	38	36	35	52	47	27
Female	39	988	36901	95	98	101	533	545	524	5	3	8	27	15	25	22	37	36	46	45	31
Male	67	1044	38385	96	99	101	560	549	523	0	2	9	5	14	24	28	35	36	67	50	30
African American	NC	40	3589	NC	89	96	NC	522	501	NC	8	18	NC	25	33	NC	36	33	NC	31	16
Hispanic	NC	275	29103	NC	93	99	NC	519	510	NC	9	12	NC	28	31	NC	38	36	NC	25	20
Asian/Pacific Islander	NC	58	1574	NC	89	96	NC	564	549	NC	0	3	NC	9	14	NC	28	34	NC	64	48
American Indian/Alaskan Native	--	20	5086	--	74	114	--	528	491	--	13	22	--	13	38	--	31	28	--	44	12
White	93	1570	34597	95	96	98	553	550	535	1	1	4	13	13	20	25	36	38	61	50	38
Students with Disabilities	14	189	8057	82	69	99	568	522	496	0	10	23	0	22	31	17	41	28	83	27	17
Students without Disabilities	92	1843	67315	98	103	101	548	548	525	2	2	8	14	14	24	26	36	37	57	48	31
Limited English Proficient Students	NC	188	16925	NC	106	112	NC	462	482	NC	45	27	NC	40	40	NC	15	26	NC	0	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	146	26325				--	526	504	--	6	15	--	34	34	--	28	33	--	33	18
Non-Economically Disadvantaged	106	1886	49047				550	548	530	2	2	6	13	13	21	26	36	37	59	48	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	2023	75221	93	98	101	549	540	523	2	2	8	4	8	16	54	56	56	39	34	21
All Students (Prior Year)	110	1998	70860	NA	NA	NA	558	543	524	0	3	9	2	9	17	38	42	45	60	46	30
Female	39	987	36833	95	98	100	543	543	526	5	2	6	5	8	15	54	53	56	35	38	23
Male	64	1036	38319	91	98	101	552	536	520	0	3	9	4	9	17	54	59	56	42	30	18
African American	NC	42	3597	NC	93	97	NC	518	510	NC	3	14	NC	21	22	NC	67	53	NC	10	11
Hispanic	NC	268	29019	NC	90	99	NC	522	513	NC	12	12	NC	16	21	NC	52	55	NC	20	13
Asian/Pacific Islander	NC	58	1572	NC	89	95	NC	551	536	NC	0	2	NC	4	9	NC	44	57	NC	51	31
American Indian/Alaskan Native	--	19	5071	--	70	114	--	518	502	--	0	20	--	21	27	--	79	46	--	0	8
White	90	1566	34543	92	96	97	550	542	531	1	1	4	5	7	12	54	56	58	40	35	26
Students with Disabilities	14	184	8006	82	68	99	560	526	505	0	5	22	0	17	23	33	55	42	67	23	13
Students without Disabilities	89	1839	67215	95	103	101	548	540	524	2	2	7	5	8	16	56	56	56	38	34	21
Limited English Proficient Students	NC	180	16853	NC	102	112	NC	477	489	NC	47	29	NC	42	36	NC	11	32	NC	0	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	144	26256				--	514	509	--	12	14	--	21	24	--	55	51	--	12	11
Non-Economically Disadvantaged	103	1879	48965				549	541	528	2	2	5	4	8	13	54	56	58	39	35	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	1992	73654	97	96	99	557	554	530	1	2	9	4	6	13	76	73	70	19	19	7
All Students (Prior Year)	113	1949	68592	NA	NA	NA	605	571	542	0	3	9	2	6	12	43	61	63	56	31	16
Female	39	972	36239	95	97	99	556	561	537	3	2	7	5	4	11	73	70	72	19	24	10
Male	69	1020	37301	99	96	98	558	547	523	0	2	12	3	8	15	77	76	68	20	14	5
African American	NC	40	3488	NC	89	94	NC	533	515	NC	6	16	NC	6	18	NC	75	62	NC	14	4
Hispanic	NC	261	28348	NC	88	96	NC	531	520	NC	11	13	NC	13	17	NC	66	65	NC	9	5
Asian/Pacific Islander	NC	58	1558	NC	89	95	NC	572	547	NC	0	3	NC	0	8	NC	72	76	NC	28	13
American Indian/Alaskan Native	--	17	4947	--	63	111	--	546	507	--	0	22	--	14	22	--	71	53	--	14	3
White	95	1547	33924	97	95	96	560	556	537	1	1	5	3	5	10	74	73	75	21	20	9
Students with Disabilities	15	171	7306	88	63	90	572	533	506	0	11	24	0	8	20	50	71	52	50	11	4
Students without Disabilities	93	1821	66348	99	102	100	556	555	531	1	2	8	4	6	13	77	73	71	17	20	8
Limited English Proficient Students	NC	177	16422	NC	100	109	NC	476	495	NC	53	30	NC	26	27	NC	21	43	NC	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	137	25711				--	529	514	--	10	16	--	20	19	--	58	61	--	12	3
Non-Economically Disadvantaged	108	1855	47943				557	555	535	1	2	7	4	5	11	76	73	74	19	20	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03<sup>11</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	122	2110	76230	101	98	101	534	521	498	2	4	12	26	28	38	7	14	12	66	54	37
All Students (Prior Year)	136	2193	72888	NA	NA	NA	515	523	494	8	5	14	30	26	40	12	13	12	49	56	34
Female	70	1048	37247	103	99	100	531	522	500	1	3	11	27	29	40	9	14	13	63	55	37
Male	52	1060	38725	98	98	101	539	521	497	2	4	14	24	27	37	4	15	12	69	53	37
African American	NC	40	3594	NC	91	96	NC	482	476	NC	11	22	NC	51	46	NC	20	11	NC	17	21
Hispanic	NC	239	28100	NC	93	98	NC	489	482	NC	11	18	NC	49	47	NC	11	11	NC	28	24
Asian/Pacific Islander	NC	56	1447	NC	77	95	NC	534	527	NC	0	5	NC	16	26	NC	14	11	NC	69	58
American Indian/Alaskan Native	--	32	5292	--	91	113	--	496	463	--	4	31	--	44	47	--	19	8	--	33	14
White	112	1571	35389	100	90	96	534	526	514	2	3	6	26	25	32	7	15	14	64	58	48
Students with Disabilities	NC	171	9022	NC	80	105	NC	467	465	NC	29	31	NC	38	43	NC	16	8	NC	16	17
Students without Disabilities	113	1939	67208	101	100	100	535	523	500	1	3	12	26	28	38	7	14	12	66	55	38
Limited English Proficient Students	--	157	14826	--	101	113	--	470	460	--	15	31	--	65	51	--	9	8	--	10	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	125	25037				--	488	477	--	14	21	--	45	47	--	13	11	--	28	21
Non-Economically Disadvantaged	122	1985	51193				534	523	507	2	3	9	26	27	35	7	14	13	66	55	43

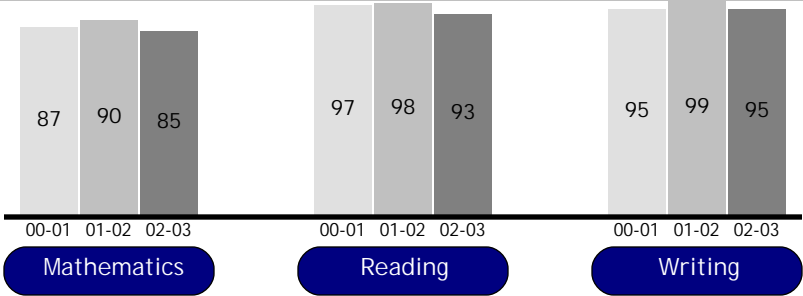
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	2103	76202	98	98	101	519	516	505	3	8	19	11	17	24	60	55	46	26	20	11
All Students (Prior Year)	135	2198	72779	NA	NA	NA	520	518	505	10	9	21	10	12	20	41	48	43	39	31	15
Female	67	1037	37231	99	98	100	520	519	507	3	5	16	14	15	24	52	56	48	31	23	13
Male	52	1064	38718	98	98	101	518	514	503	2	10	22	8	18	24	69	55	44	20	17	10
African American	NC	41	3600	NC	93	97	NC	501	497	NC	17	28	NC	28	29	NC	50	39	NC	6	5
Hispanic	NC	237	28090	NC	92	98	NC	500	497	NC	19	28	NC	36	30	NC	37	37	NC	8	5
Asian/Pacific Islander	NC	55	1443	NC	75	95	NC	524	515	NC	2	9	NC	6	19	NC	65	53	NC	27	19
American Indian/Alaskan Native	--	32	5311	--	91	113	--	501	491	--	15	38	--	26	31	--	56	28	--	4	3
White	109	1566	35371	97	90	96	520	518	512	3	6	10	10	14	20	60	58	54	27	22	16
Students with Disabilities	NC	173	9097	NC	80	106	NC	490	493	NC	39	39	NC	30	27	NC	30	29	NC	2	5
Students without Disabilities	110	1930	67105	98	100	100	520	517	506	2	7	18	11	17	24	60	56	47	27	21	12
Limited English Proficient Students	--	158	14780	--	102	113	--	489	486	--	36	50	--	45	32	--	17	18	--	3	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	123	24961				--	493	495	--	37	32	--	29	30	--	30	34	--	4	4
Non-Economically Disadvantaged	119	1980	51241				519	517	509	3	6	14	11	16	22	60	57	51	26	21	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	2048	74692	94	95	99	540	529	502	1	6	18	14	18	27	65	57	47	21	18	8
All Students (Prior Year)	139	2146	70710	NA	NA	NA	549	550	512	2	5	17	16	14	26	50	47	42	32	34	16
Female	63	1020	36710	93	96	99	544	538	509	0	4	14	11	16	26	65	58	50	24	23	10
Male	51	1026	37742	96	95	98	534	520	495	2	9	22	16	21	28	65	57	44	16	13	6
African American	NC	39	3516	NC	89	94	NC	497	487	NC	20	26	NC	26	31	NC	49	39	NC	6	4
Hispanic	NC	232	27492	NC	90	96	NC	501	486	NC	17	27	NC	28	32	NC	45	38	NC	9	4
Asian/Pacific Islander	NC	54	1428	NC	74	94	NC	554	528	NC	4	8	NC	6	20	NC	55	54	NC	35	18
American Indian/Alaskan Native	--	29	5166	--	83	110	--	498	470	--	15	39	--	26	32	--	56	27	--	4	2
White	106	1523	34785	95	88	94	539	533	517	1	5	10	15	18	23	65	59	56	19	19	11
Students with Disabilities	NC	152	8428	NC	71	98	NC	481	472	NC	23	38	NC	42	30	NC	32	29	NC	3	3
Students without Disabilities	106	1896	66264	95	98	99	543	530	503	0	6	17	12	18	27	66	58	48	22	18	8
Limited English Proficient Students	--	151	14363	--	97	109	--	474	459	--	33	47	--	41	34	--	25	19	--	1	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	119	24507				--	495	480	--	19	31	--	41	33	--	30	33	--	10	3
Non-Economically Disadvantaged	114	1929	50185				540	531	511	1	6	13	14	17	24	65	59	53	21	18	10

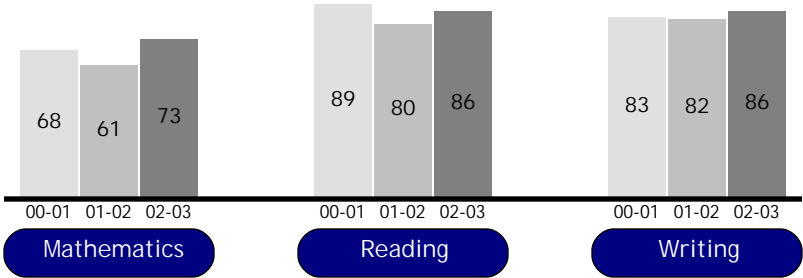
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

#### Glossary:

**Adequate Early Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**School Improvement - Year 1:** Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

**School Improvement - Year 2:** Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:** Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	88	80	71	53	92	73	67	44	90	80	66	50
	Language	88	73	65	45	92	75	63	39	90	74	61	43
	Mathematics	83	84	74	56	92	83	75	52	89	88	72	57
3	Reading	87	81	72	50	96	72	67	43	85	81	70	47
	Language	89	87	76	55	96	76	72	50	87	79	75	54
	Mathematics	89	90	76	53	96	77	72	50	85	87	73	54
4	Reading	91	83	77	55	100	76	71	47	86	80	75	52
	Language	92	77	69	50	99	67	65	45	87	75	68	48
	Mathematics	91	83	77	56	97	83	74	52	90	85	78	57
5	Reading	92	81	72	51	100	71	69	46	90	81	70	50
	Language	92	78	66	46	99	68	64	43	95	78	65	46
	Mathematics	90	86	78	56	97	81	76	54	91	86	77	57

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Hopi's comprehensive safety program includes: student buddies; conflict resolution; Stranger Danger; visitor sign in/out policy; staff identification badges; emergency plans and procedures. SUSD Uniform Code of Student Conduct is enforced.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Susan K. Marshall	(480) 484-2000
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Linda Jewell	(480) 484-2000
School Nutrition Programs	Barbara Savastio	(480) 661-1126
Parent Organization	Leslie Roberts	(480) 484-2000
Student Health/Nurse	Lynn Watkins	(480) 484-2011

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)